

**SSW 673**  
**PROPOSAL WRITING, PROGRAM DEVELOPMENT, EVALUATION, AND**  
**TRAINING IN WORK ORGANIZATIONS**

FALL 2007

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**Location:** TBA

**Day/Time:** Thursday 1:00-3:50 p.m.

**I. COURSE DESCRIPTION**

Societal issues and trends find their way into the workplace and eventually become human resource concerns for employees, unions and employers. In addition, the workplace itself creates challenges and opportunities that require human resource solutions. Workplace focused practice aimed at creating, implementing, and improving employee focused services requires knowledge and skills in employee/employer problem identification, proposal writing, program development and implementation, program evaluation, and training.

An employer's financial commitment to human resource programs is generally based on a documented felt need, which can be substantiated, and hopefully supported by prominent stakeholders. In the majority of workplaces, programs and services must be able to show efficacy, and produce demonstrable outcomes in order to garner continued or future backing.

**II. COURSE OBJECTIVES**

Upon completion of this course, you will:

1. have an understanding of the basic value dilemmas and ethical paradoxes inherent in social work practice in work organizations and to specify methods for professionally addressing these conflicts;
2. be able to think critically about complex problems facing employees and organizations in today's work world, and develop the skills to identify by means of needs assessment methodologies how these concerns become manifest in various work settings;
3. have the skills to write a program proposal that may including various implementation strategies such as, (a) education and training, (b)

- program promotion and marketing;( c) internal consultation, (d) ) service delivery design, program components and implementation process;
4. have skills in applying research principles and techniques to systematically plan, monitor and evaluate the process and outcomes of the proposed workplace program.

In the process of skill development, students should also:

- a. gain some familiarity with the range and contributions of published research regarding social work practice in the world of work; and
- b. gain an awareness and understanding of methodological and substantive issues regarding meeting the needs of oppressed and vulnerable populations seeking work, or at the workplace.

### **III. COURSE FORMAT**

This course will be co-taught with both professors in attendance for the majority of the sessions. Students will be expected to have completed assigned readings prior to class and be prepared to offer substantive comments and informed questions. Participation will be evaluated based on a demonstrated knowledge, and understanding of the material under discussion. The course will involve lectures, structured and unstructured class participation. Lectures are designed to supplement and go beyond the assigned readings. We will be glad to answer questions about the readings, but expect lectures to extend beyond this basic content, provide insight and describe actual examples of the application of concepts covered in the readings and lectures.

Each student will be expected to develop a proposal based on an identified need from the field placement organization. Work on the proposal will be broken into a few mini-assignments. Each assignment builds on the previous one, making your selection and documentation of the problem critical to the success of all assignments that follow. The development of your program proposal will enable you to integrate content from throughout the course.

### **IV. COURSE EVALUATION AND GRADING**

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

**Class grades will be based on the following scale:**

3.85-4	A
3.60-3.84	A-
3.25-3.59	B+

2.90-3.24	B
2.60-2.87	B-
2.25-2.50	C+
1.90-2.24	C

**Final Grade:**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

**Grading**

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

- (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.
- (2) A grade of B+ is given to work, which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
- (3) A grade of B is given to student work, which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
- (4) A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
- (5) A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
- (6) Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Note: Please refer to the ***Student Handbook*** and ***The University Catalogue*** for additional discussion of grades and grading procedures.

## V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

## VI. ASSIGNMENTS

<u>Assignment</u>	<u>Percent</u>	<u>Date Due</u>
<b>Midterm</b> Problem Statement Need Assessment	35 percent	Session 7
<i>Proposed Intervention Plan</i>	Review only	Session 9
<i>Proposed Evaluation Plan</i>	Review only	Session 11
<b>Oral Presentations of Proposals</b>	20 percent	Sessions 12-14
<b>Final Proposal</b>	40 percent	
<b>Class Participation</b>	5 percent	

## VII. REQUIRED TEXTS

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company.

Kettner, P. M., Moroney, R. M. & Martin, L. L. (1999) *Designing and managing programs: An effectiveness-based approach* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage.

O'Conner, B. N., Bronner, M. & Delaney, C. (2002). *Training for Organizations*. Cincinnati, OH: South-Western Thompson Learning.

Royse, D., Thyer, B.A., Padgett, D.K. & Logan, T.K. (2001). *Program evaluation: An introduction* (4th Ed.). Pacific Grove, CA: Thompson Brooks/Cole.

Some articles and book chapters will be on reserve at Leavy, and some will be available on-line or from instructors in class.

## VII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## VIII. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

### University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

### City Center

Front of the building (12<sup>th</sup> & Olive)

### Orange County Campus

Faculty Parking Lot

### Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

## IX. COURSE OUTLINE AND ASSIGNMENTS

### ***August 30<sup>th</sup> Class 1***

**Introduction to Class** . Review Syllabus, Assignments, Expectations, Answer Question, Review Field Placement Assignments.

### **Topic for Today:**

#### **Social Issues Affecting the Human Resource Functions Within Work Organizations.**

What are some of the current social issues around which work organizations are strategizing programmatic responses?

What are some of the human resource issues facing employers for which programs and services will be necessary in order to stay competitive?

**Guest Speaker:**

R. Paul Maiden, PhD, LCSW

USC SSW Vice Dean Academic and Student Affairs, Professor and Editor of *Workplace Behavioral Health*

**Readings:**

Drucker, Peter F. (1995) *Managing in a time of great change*. Chapter 15 “Where the new markets are, Chapter 7 “China’s growth markets, Chapter 19 A weak dollar strengthens japan. And Chapter 21 A century of social transformation.

Articles from the *New York Times Magazine* June 10, 2007 “*The Money Issue: Inside the Income Gap*”

Jason DeParle, *Should we globalize labor too?*

Roger Lowenstein, *The inequality conundrum*

Davis Feonhardt, *Larry Summers’s Evolution*

Mimi Swartz, *Shop stewards on fantasy island?*

Matt Bai, *The poverty platform*

September 6<sup>th</sup>    **Class 2 From Social Issue or organizational problem to Proposal Development**

**Readings:**

Kettner, P. M., Moroney, R. M. & Martin, L. L. (1999) *Designing and managing programs: An effectiveness-based approach* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage. Part 1 Assessing Current Practice Chapter 1 pp.3-20., and Chapter 2 pp. 21-32

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company. Introduction: An overview of the grant seeking process, Step 1 pp. 7-11 and Step 2 pp. 12-18.

Retrieve the following articles from American Immigration Law Foundation <http://www.aifl.org> “Perspectives on immigration July 2006 “ managing immigration as a resource by Benjamin Johnson and “Immigration policy report 2002.”

<http://www.workplacefairness.org/sc/undocumentedworkers.php>

<http://www.pewhispanic.org> “The labor force status of short-term unauthorized workers”

<http://www.aclu.org/immigrants/discrim/27235prs20061101.html> “Undocumented workers bring plea for non-discrimination to human rights body”

September 13    **Class 3 Needs Assessment**

**Readings:**

Kettner, P. M., Moroney, R. M. & Martin, L. L. (1999) *Designing and managing programs: An effectiveness-based approach* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage. Chapter 3,4 and 5.

Royse, Thyer, et al., Chapter 3 McKillip, J. (1998). Need Analysis Process and Techniques. In L. Bickman & D. J. Rog (Eds.) Handbook of Applied Social Research Methods, (pp. 261-284). Thousand Oaks, CA: Sage Publications.

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company Step 3 pp. 19-25

*September 20<sup>th</sup>* **Class 4 Creating Program Goals and Objectives**

**Readings:**

Royse, Thyer, et al., chapter 5 (pp. 123-130) Chapter 10

Poulin, M.E., Harris, P.W., & Jones, P.R. (2000). The significance of definitions of success in program evaluation. Evaluation Review, 24(5), pp. 516-536

Kettner, Chapter 6

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company Step 4 “Defining Clear Goals and Objectives” Step 4 pp.26-32.

*September 27<sup>th</sup>* **Class 5 Program Proposals as Process and Product**

**Readings:**

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company Steps 5 pp. 33-38 and 7 pp. 47-52

*October 4<sup>th</sup>* **Class 6 Program Proposals as Process and Product**

**Readings:**

Chen, H. & Rossi, P.H. (1983). Evaluating wi sense: the theory-driven approach. Evaluation Reviews 7, pp. 283-302.

\* Bowen, G.L. (1988). Corporate supports for the family lives of employees: a conceptual model for program planning and evaluation. Family Relations, 37, pp.183-188.

Kettner, Chapter 7, 8, and 9.

**Guest Speaker:** John Gaspari, Director USC Center on Work/Life

*October 11<sup>th</sup>* **Class 7 Budgeting**

\*\*Mid Term due the 7th session

**Readings:**

Kettner, Chapter 10 and Appendix

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company Step 8 “Preparing the Program Budget” pp.53-61.

*October 18<sup>th</sup>* **Class 8 Program Evaluation - Overview**

**Readings:**

Carlson, M. (2002). *Winning grants step by step* (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass, A Wiley Company Step 6 "Preparing the Evaluation Component" pp. 39-46.

Royse et al., Chapters 1, 5 (pp. 108-110 and 116-122) 13, and 15

Royse et al., Chapters 2 & 9

Masi, D. A. (1997). Evaluating employee assistance programs. Research on Social Work Practice, 7(3), pp. 378-390.

Strayhorn, J.M. (1987). Control groups for psychosocial intervention outcome studies. American Journal of Psychiatry, 144, pp. 275-282.

Grigsby, R.K. & Roof, H.L. (1993). Federal policy for the protection of human subjects: applications to research on social work practice. Research on Social Work Practice, 3, pp. 448-461.

October 25<sup>th</sup> **Class 9 Data Collection and Data Evaluation**

**Readings :**

Royse et al., Chapters 7, 8, 11 & 12

Fischer, J. & Corcoran, K. (1994). Measures for clinical practice. NY: The Free Press.

Kettner et al. Chapter 11

O'Conner, B. N., Bronner, M. & Delaney, C. (2002). *Training for Organizations*. Cincinnati, OH: South-Western Thompson Learning Chapter 4 pp. 91-117

November 1<sup>st</sup> **Class 10 Consideration in Training Designs**

**Readings:**

O'Conner, B. N., Bronner, M. & Delaney, C. (2002). *Training for Organizations*. Cincinnati, OH: South-Western Thompson Learning Part 1 pp.1-31, Chapter 6 pp.154-175.

November 8<sup>th</sup> **Class 11 Training programs that are effective**

**Readings:**

O'Conner, B. N., Bronner, M. & Delaney, C. (2002). *Training for Organizations*. Cincinnati, OH: South-Western Thompson Learning Chapter 7 187-220.

November 15<sup>th</sup> **Class 12 Student presentations**

Each student will recommend two readings prior to their presentation. These readings should provide background and context to the proposal presentation.

November 29<sup>th</sup> **Class 13 Student presentations**



Each student will recommend two readings prior to their presentation. These readings should provide background and context to the proposal presentation.

December 6<sup>th</sup> **Class 14 Student presentations**

Each student will recommend two readings prior to their presentation. These readings should provide background and context to the proposal presentation.

**Final Due**